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ABSTRACT

This report to Congress details activities of the National Advisory Council on Indian Education (NACIE) during fiscal year (FY) 1986 and offers recommendations for continuing educational services for Indian youth. Part I includes an introduction to NACIE, identifies members, committees and staff and reviews its legislative history including NACIE's opposition to a congressional proposal combining Indian educational programs into a block grant. Part II details NACIE functions and activities for FY 1986 and includes field comments on the block grant issue. Part III summarizes nine recommendations for strengthened funding and improved representation of Indians in government decisionmaking. Part IV describes major components of Title IV of the Indian Education Act of 1972. Part V profiles programs funded by Title IV grants and individuals receiving fellowships in 1986. Part VI contains a glossary, tables showing state-by-state distribution of funds awarded to Title IV grantees, and a map showing locations and dates of NACIE meetings from 1973 through September 1986. (TES)

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INDIAN EDUCATION:
Focus on Past, Present & Future

13th ANNUAL REPORT
FY 1986

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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RC 016652

INDIAN EDUCATION:
FOCUS ON PAST, PRESENT & FUTURE

13th ANNUAL REPORT TO THE
CONGRESS OF THE UNITED STATES

FISCAL YEAR 1986

National Advisory Council on Indian Education
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NATIONAL
ADVISORY COUNCIL
ON INDIAN EDUCATION

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Washington, D.C. 20202
202/732-1353

March 1987

To the Congress of the United States:

The National Advisory Council on Indian Education (NACIE) respectfully submits this 13th Annual Report to you. The recommendations to the Congress and to the Administration are a fair reflection of what American Indians and Alaska Natives cite as ways to improve the quality of education.

The Indian Education Act of 1972 and other closely-related Federal authorizations continue to serve a vital role in improving Indian education. However, the Council advises that there are some organizational and financial changes that could speed up the task of bringing Indian education to quality levels that are acceptable in American society. American Indians are no different than other Americans in their desire and necessity for good lives through successful careers and socio-economic conditions. However, they not only must compete within the local environment, they must also be able to cope with other communities and standards in the United States and the world.

Changes in recently-introduced technological advances in classroom instruction require increased expenditures per pupil. Other directly-related components, such as teacher quality, curriculum, and school facilities, must also be improved to help maintain the needed pace.

In this past fiscal year, our Council has participated in conferences and meetings around the country to hear Indian peoples' views on education. NACIE also attended the five field meetings held by the U.S. Department of Education in 1986, meetings that the Department held to get input from the field on changes they and the U.S. Department of the Interior proposed making to the Indian Education Act. One of the most important issues raised again and again at each of these meetings was the need for consultation between American Indian tribes and the U.S. government in developing changes in any Federal program benefiting Indian students.

The National Advisory Council on Indian Education appreciates the continued support that the U.S. Congress has given to NACIE in our important role of developing recommendations for continued improvement in Indian education services. We will try to keep the past, the present, and the future in proper perspective as we do our utmost to be of service.

Sincerely,

Michael L. Stepetin
Chairman

NACIE

13th Annual Report

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PART I

INTRODUCTION

The 13th Annual Report of the National Advisory Council on Indian Education (NACIE) is hereby submitted to the President of the United States, the U.S. Congress, and the U.S. Secretary of Education. The report period for fiscal year 1986 is October 1, 1985 through September 30, 1986.

NACIE is comprised of 15 members who are American Indians and Alaska Natives and are appointed to the Council by the President of the United States. The Council, as mandated in the Indian Education Act (Title IV of the Education Amendments of 1972), Public Law 92-318, as amended, Sec. 442 (b)(1),

> "...shall advise the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate from which they can benefit ... and with respect to adequate funding thereof."

NACIE is the only Indian citizens' council with a legislated mandate to oversee Indian education and the only one that includes nationwide representation of Indian people from diverse tribes. This is not a policy making board; it serves in an advisory capacity only. The Council's final recommendations are offered to the nation's lawmakers and current Administration in this report. Part II of the 13th Annual Report lists all mandated functions and fiscal year 1986 activities.

In January 1986, major proposed legislative changes were included in the U.S. Department of Education's Indian Education Act Program and the Bureau of Indian Affairs' Johnson O'Malley Program. These changes were set in the federal fiscal year 1986 budget without the advice or recommendations of the Indian community. Protests in the form of testimony by NACIE and Indian tribes, individuals, and organizations caused the Education Department to schedule a series of five field meetings to explain their proposed legislation. In addition to presenting testimony opposing the changes, NACIE also conducted two opinion polls of the country's tribal chairmen & alaska native village leaders and other Indian organizations and individuals. (For more information on these changes and poll results, see Mandate 4 of Council Activities.)

In FY'86 NACIE also participated in another "search" for a director of the Office of Indian Education Programs and held a full Council meeting in Ft. Lauderdale, Florida. Descriptions of programs funded by Title IV, Parts A, B, and C of the Indian Education Act, in FY'86, along with funding levels by part, are included in this report.

NACIE continues to fulfill its congressional mandates with the premise that its advisement will help to improve the quality of instruction for all American Indians and Alaska Natives.

OVERVIEW OF
THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (NACIE),
A PRESIDENTIALLY-APPOINTED COUNCIL

NACIE is the sole Indian organization designated as an "Executive Agency" of the United States Government.

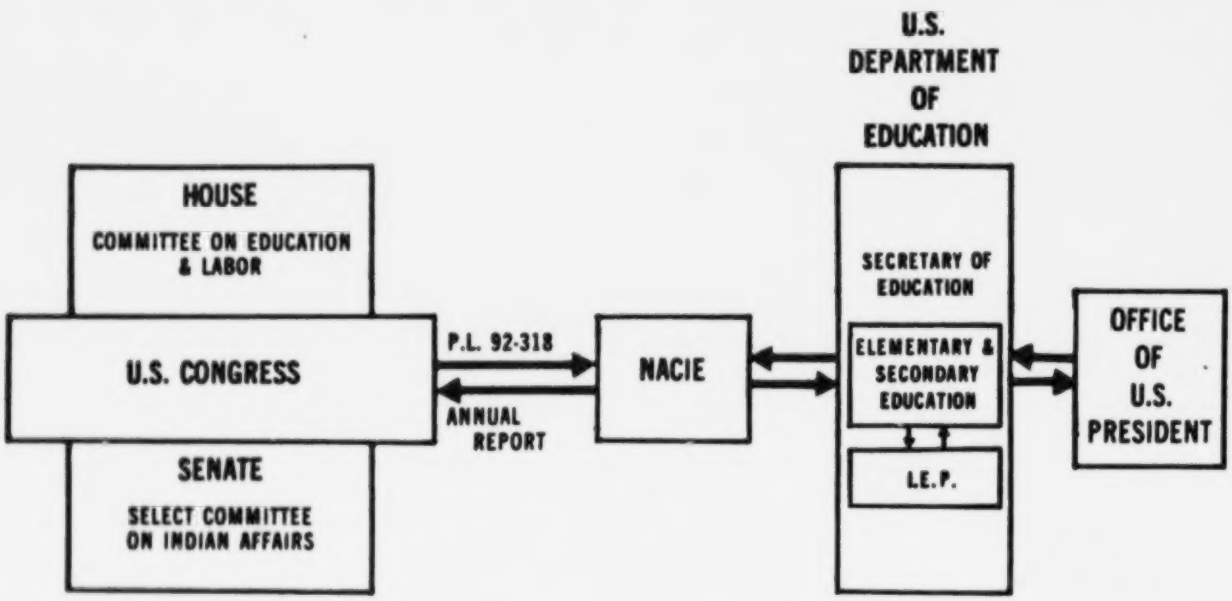

Figure 1

This chart depicts the relationship of NACIE to the United States Congress and to the Executive Branch.

NACIE MEMBERS AND STAFF

Presidential Appointees and Tribal Affiliations:

Chairperson
Michael Stepetin (Aleut)
President, Michael Service Corporation
1619 Southeast Morrison Ave.
Portland, OR 97214
Term expires 9/29/87

Robert Brewington (Tuscarora)
Brewington's Welding Corporation
P.O. Box 565
Pembroke, NC 28372
Term expires 9/29/86

Louis Bruce (Mohawk-Sioux)
President, Native American Consultants, Inc.
725 Second St. NE
Washington, DC 20002
Term expires 9/29/88

Robert Chiago (Navajo-Pima)
1926 E. McDowell Road
Mesa, AZ 85203
Term expires 9/29/86

Marie Cox (Comanche)
3201 Shadybrook Drive
Midwest City, OK 73110
Term expires 9/29/86

Gloria Duus (Navajo)
P.O. Box 4186
Yahtahey, NM 87375
Term expires 9/29/87

Grace Goodeagle (Quapaw-Potawatomi)
600 New Hampshire Ave., NW, Suite 1000
Washington, DC 20037
Term expires 9/29/86

Christina Harte (Menominee)
Systems Engineer, IBM Corp.
One IBM Plaza
Chicago, IL 60611
Term expires 9/29/85

Waldo Martin (Stockbridge-Munsee)
Policy & Intergovernmental Relations Advisor
Governor's Office
State Capitol, Room 115 East
Madison, WI 53702
Term expires 9/29/87

Fred Nicol, Jr. (Shoshone)
Hoffman Associates
165 South 5th St.
Lander, WY 82520
Term expires 9/29/87

Evalu Russell (Kiowa)
Route 3, Box 180C
Anadarko, OK 73005
Term expires 9/29/86

Thomas Sawyer (Alabama-Quassarte)
President, Indian Affiliates
555 South State St., P.O. Box 1134
Orem, UT 84058
Term expires 9/29/87

Clarence Skye (Sioux)
Executive Director
United Sioux Tribes of South Dakota
P.O. Box 1193
Pierre, SD 57501
Term expires 9/29/88

Eddie Tullis (Creek)
Tribal Chairman, Poarch Band of Creeks
Star Route A, Box 105-A
Atmore, AL 36502
Term expires 9/29/88

Robert Youngdeer (Cherokee)
Principal Chief
Eastern Band of Cherokee Indians
P.O. Box 455
Cherokee, NC 28719
Term expires 9/29/88

These members served in the reporting period October 1, 1985 through September 30, 1986. As provided in 5 U.S.C. 1233(b), these members continue to serve until the President appoints their successors.

Staff:

Lincoln White (Mohawk), Executive Director
Debbie Vozniak, Special Assistant
Denise Bambi Kraus (Tlingit), Program Specialist
Joyce Stanley, Secretary

NACIE COMMITTEES
FISCAL YEAR 1986

Executive Committee

Chairperson:	Michael Stepetin
1st Vice Chair:	Grace Goodeagle
2nd Vice Chair:	Robert Brewington
1st Member at Large:	Clarence Skye
2nd Member at Large:	Fred Nicol, Jr.

Government: Legislative, Rules, Regulations & Programs Committee

Chairperson:	Thomas Sawyer
Members:	Robert Brewington
	Louis Bruce
	Marie Cox
	Evalu Russell
	Robert Youngdeer

Technical Assistance, Research & Evaluation Committee

Chairperson:	Evalu Russell
Members:	Robert Brewington
	Christina Harte
	Waldo Martin
	Eddie Tullis

Annual Report Committee

Acting Chairperson:	Fred Nicol, Jr.
Members:	Robert Chiago
	Gloria Duus
	Grace Goodeagle

Proposal Review Committee

All Council Members

LEGISLATIVE HISTORY

The Indian Education Act of 1972 (Title IV of Public Law 92-318, as amended) remains one of the most important legislative acts implemented to meet the unique educational and cultural needs of American Indians and Alaska Natives. "Indian Education: A National Tragedy--A National Challenge," published in 1969 by the Special Senate Subcommittee on Indian Education, documented the tragic inadequacy of educational programs for American Indian and Alaska Native youth, as well as noting the importance of improving such programs. This study was a major impetus in implementing the Indian Education Act.

During the time of that seminal study, Indian education consisted mostly of Federal programs operated by the Bureau of Indian Affairs of the U.S. Department of the Interior. These education programs were established by such treaties and laws as the treaty with the Oneida, et al., in 1794, which was the first treaty to include educational provisions in its terms of agreement. In later years, 119 treaties made between American Indian tribes and the United States Government contained educational provisions.

Other Congressional acts served as significant benchmarks to denote the Federal responsibility for Indian education. The Snyder Act of 1921 still serves as the basic legislative instrument for a major portion of funds for Federal Indian education programs; the Johnson O'Malley Act and the Indian Reorganization Act of 1934 provided significant authorization for improved education.

In fiscal year 1986, NACIE once again upheld the established trust relationship between the tribes and the federal government by opposing the "Indian Education Act of 1986," a proposal by the U.S. Department of the Interior and the U.S. Department of Education to make major changes to the Indian Education Act. Testimony presented by NACIE to the Senate Select Committee on Indian Affairs in February 1986 supported continuing both programs as they currently are operated by the Interior and Education Departments.

Along with the Council's objections to the proposed changes, Indian people across the country responded to the proposal by contacting NACIE, their congressional representatives, and the Administration. In reaction to Indian people's concerns, the Education Department held five field meetings in the summer of 1986 to discuss their proposal. As a result, the Administration's "Indian Education Act of 1986" never was introduced as a bill in the 99th Congress, but the interest created by the proposed changes showed a solidified Indian community, intent on maintaining the U.S. government-to-government relationship with the tribes and the need for continued consultation between the two. (For more information on the proposed changes, see NACIE Activities, Mandate 2, of this report.)

The other major issue in FY'86 was the beginning of the reauthorization of the Indian Education Act. This Act was last reauthorized in 1984 (Public Law 98-511). Congress will consider its reauthorization again in the 100th Congress.

PART II

NACIE FUNCTIONS AND FISCAL YEAR 1986 ACTIVITIES
October 1, 1985 - September 30, 1986

It is part of NACIE's mandate to advise the Congress and the Secretary of Education on programs benefiting Indian children and adults. More specifically, the Council's mandate by the Indian Education Act (Public Law 92-318), Section 441(a) and Section 442(a), (b), (c), & (d), is to carry out the following:

Mandate 1: Submit to the Secretary a list of nominees for the position of Director of Indian Education Programs (IEP), each time the position becomes vacant, from which list the Secretary appoints an individual in accordance with Section 441 of the Indian Education Act.

- On September 18, 1985, the Under Secretary of Education, Gary Bauer, requested NACIE to conduct another search for a Director of Indian Education Programs. This request was discussed at the NACIE Executive Committee Meeting in Wind River Indian Reservation, WY.

- In fiscal year 1986, Senior Executive Service (SES) Vacant Position Announcement Number ED-51 was distributed (opening date of 10/28/85, closing date of 11/29/85). NACIE mailed job announcements to tribes, individuals, and organizations interested in Indian education.

- The names of 29 applicants were submitted to the U.S. Department of Education, Personnel Office, Washington, DC. The NACIE Chairman and SES Panel screened all of the eligible applicants and produced a rank-ordered list.

- NACIE Search Committee (Executive Committee) interviewed eight candidates for the position of Director of Indian Education Programs in a meeting on January 21-22, 1986. The Search Committee reported their rank-ordered list of nominees to the full Council, which met on January 23, 1986; the full Council approved the rank-ordered list of nominees.

- An official Search Committee Report was submitted to the Secretary of Education.

Mandate 2: Advise the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children and adults participate from which they can benefit, including Title III of the Impact Aid Act of September 30, 1950 (P.L. 81-874), and Section 810 of Title VIII of The Elementary and Secondary Education Act of 1965 (added as Parts A and B, respectively, of the Indian Education Act by Title IV of P.L. 92-318), and with respect to adequate funding thereof.

- NACIE summarized its oversight responsibility to review grant proposals of Title IV, Parts A, B, and C, and presented its recommendations to the Secretary of Education (see Mandate 3).

- NACIE testified before the House Appropriations Subcommittee on Interior and Related Agencies on March 7, 1986.

- In January, NACIE responded to Congressman Ted Weiss's request for information on the Council.

- The Executive Committee met in Washington, DC, on April 9-10, 1986.

- The NACIE Executive Committee, Executive Director, and staff met with Dr. Henrietta Whiteman, Bureau of Indian Affairs' Deputy Assistant Secretary of Indian Education, and some of her staff members on April 10, 1986.

- On June 12, 1986, the Council testified on S. 830, a bill that would have amended various provisions of the Indian Education Act to provide eligibility to Native Hawaiians.

- In fiscal year 1986, the U.S. Department of Education proposed merging the Title IV, Part A (LEA) program with the U.S. Department of the Interior's Johnson O'Malley Program (JOM) into block grants that would have been administered by the states. Also proposed was tranferring the U.S. Department of Education's Title IV, Part B (Fellowship) program to the U.S. Department of the Interior. In response to these proposed changes, the Council conducted two opinion polls.

  Two polls were sent out, one to more than 500 tribal chairmen and alaska native village leaders, and a similar version to more than 3,800 other Indian organizations and individuals. The results of this poll were included in the NACIE Newsletter, Vol. 3, No. 3 (June-August 1986).

  Among other results, an overwhelming 149 to 10 of the tribal chairman who responded to the poll voted that Title IV had improved the quality of education for American Indians and Alaska Natives. The rate of return for the tribal chairmen was 33 percent; the return rate for other Indian organizations and individuals was 26 percent.

  The poll returns also included hundreds of comments, most of which stated concerns about sufficient funds for all Federal education programs and the need for Indian preference in the U.S. Department of Education's Office of Indian Education Programs. Excerpts here of the comments include:

"Programs that are established for Indian people are best operated when Indian people themselves have control to implement such programs; only through this concept will Indian self-determination become a reality."

"Indian education has progressed greatly in the last 10-12 years with many Indians coming through the system to achieve B.A.s & Ph.D.s, not through the concern of non-Indians or the Federal government but through the efforts of Indian people."

"The loss of Title IV funds to the BIA would mean the loss of a valuable alternative approach to educational problems for Indian communities. This alternative approach was one of Senator Robert Kennedy's aims when he authored the Indian Education Act, and it has resulted in avenues of innovation in education for tribes which the BIA just does not seem capable of producing."

Mandate 2, continued

Comments, continued

"JOM is a support program and Title IV-A is an educational and cultural enrichment program; also, criteria for eligibility differs as do target populations."

"The two programs [Title IV and JOM] have distinct and separate eligible populations and distinct differences in legislative intent."

"Many states will not assume the trust responsibility. This is the full responsibility of the Federal government."

"The Title IV program was started years back to help the children who were not being helped by the school system. If you do away with Title IV, we would be back where we were with no help. Our children's future is at stake and this is not a foolish game being played, it is very real. If we have no system helping our Native American children, we have no future. Parents pay taxes like everyone else, but the powers fail to see we do pull our load and maybe that is one of the reasons they do not want to recognize our urban Native American children to their statistics."

"JOM can be directly contracted to a parent committee while Title IV is in the hands of the school district and the parent committee is only an advisor. The services may look to some educators like a duplication."

"Title IV-A is for non-reservation Indians and JOM is tribal related."

"Students in surburban school districts not located near reservations have access to Title IV-A only."

"If it's changed, it would deny tribes certain rights by eliminating P.L. 93-638 contracting rights."

"Still need clarification on 506 forms. Our funds will be reduced next year because we do not have enrollment numbers and it has been very difficult to collect them. The result: Indian children that want to participate in the Title IV program will not be able to."

"Indian tribes have the right to define their own membership categories, or classification."

"There appears to be some assumption that only Indian tribes and organizations that have a Federal relationship through the BIA are eligible for Title IV funding. This is clearly not the case. Under Parts A, B, and C discretionary programs, Indian organizations who do not receive services through the BIA are eligible to apply for funding."

"We have a small grant under Title IV. We cannot get JOM because we are not near Indian trust lands or a reservation. If the state is to handle both programs, we would not be eligible for either program."

"This law (Title IV) goes hand-in-hand with P.L. 93-638. This law enabled us to introduce new programs into the school system."

Mandate 2, continued

Comments, continued

"All in all, I feel Indian education has helped not only the Indian children, but the parents, community, and the public schools in learning to work with each other."

"The need is already established for Title IV of the Indian Education Act and documented in the Kennedy Report 'A National Tragedy.'" The JOM program was already established at that time and Congress saw fit to authorize Title IV."

- On February 18, 1986, NACIE Chairman Michael Stepetin, Vice-Chairperson Grace Goodeagle, and Council Member Louis Bruce testified before the Senate Select Committee on Indian Affairs. In its testimony, the Council recommended:

  1. that P.L. 92-318, "Indian Education Act of 1972," as amended, stay as it is until there is evidence that any changes in program services and administrative services and procedures are justified;
  2. that the Department of the Interior continue to provide Johnson O'Malley (JOM) services through its Office of Indian Education Programs. JOM has not changed, and NACIE reiterates its support of JOM as vital to educational services for American Indians;
  3. that any proposed movement of funds and programs insure the preservation of the specific, unique characteristics of each respective program in the Department of Education and the Department of the Interior;
  4. that the Congress impress upon the Department of Education and the Department of the Interior the need to consult with NACIE in matters that affect the quality of Indian education;
  5. that the Congress impress upon the Department of Education and the Department of the Interior to the necessity of thorough and extensive consultation throughout Indian country for comments by Indian constituents before there are any changes; and
  6. that NACIE continue its lead responsibility for gathering information, coordinating assistance from national Indian tribes and organizations with interests in education, and developing specific recommendations to be used for developing legislation that has an impact on Federal Indian education policy.

- NACIE's Chairman, Executive Director, and some Council Members participated in the U.S. Department of Education Field Meetings held in 1986:

  - June 16, Oklahoma City, OK
  - June 20, Phoenix, AZ
  - June 23, Seattle, WA
  - June 25, Bismarck, ND
  - July 2, Washington, DC.

Mandate 3: Review applications for assistance under Title III of the Impact Aid Act of September 30, 1950 (P.L. 81-874), Section 810 of Title VIII of the Elementary and Secondary Act of 1965 as amended, and Section 316 (formerly Section 314) of the Adult Education Act (added as Parts A, B, and C respectively, of the Indian Education Act by Title IV of P.L. 92-318), and make recommendations to the Secretary with respect to their approval.

- The full Council met to coordinate a review from February 11-14, 1986, of 1986 Title IV Proposals and Field Readers Evaluation for:

  - Title IV, Part A-Indian Controlled Schools;
  - Part B-Planning, Pilot and Demonstration Projects and Educational Personnel Development;
  - Part C, Planning, Pilot and Demonstration Projects for Indian Adults program and Education Services for Indian Adults program

  NACIE submitted the following to the U.S. Secretary of Education as recommendations:

  - that the Field Readers and staff evaluative process be strengthened to minimize unusually wide ranges in point scores;
  - that the proposal evaluation process place more emphasis on the Criteria Qualitative Score for Parent and Community Involvement, to incorporate parents, tribal officials, and school officials;
  - that Title IV discretionary grant proposals be evaluated and rated by Field Readers who thoroughly understand the different tribal, cultural aspects of the nation's Indian population.

- NACIE monitored and evaluated applications on May 15-16, 1986, for the Title IV, Indian Fellowship Program of the Indian Education Act.

  NACIE sent a list of recommendations to the U.S. Secretary of Education from this proposal review. Recommendations were:

  - that the Fellowship program distribute the appropriated funds to as many students as possible;
  - that the U.S. Department of Education return to using Indian professionals from the field as Fellowship Panel Reviewers.

Mandate 4: Evaluate programs and projects carried out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations.

- NACIE held a full Council meeting in Ft. Lauderdale, FL, from September 16-17, 1986, that was attended by nine Council members and 19 guests. NACIE held public hearings on Title IV and conducted on-site visits to area Indian schools and Title IV projects.

Mandate 5: Provide technical assistance to Local Educational Agencies and to Indian education agencies, institutions, and organizations to assist them in improving the education of Indian children.

- NACIE developed, published, and distributed five issues of the NACIE Newsletter. The Newsletter contained NACIE updates, IEP updates, notifications of Title IV application deadlines, Federal Register announcements, legislative updates on 99th Congress activities, U.S. Education Department notices, listings of upcoming conferences and meetings of interest to Indian education, current reports and studies, and general information.

  The NACIE Newsletter has a mailing list of about 4,000 individuals and organizations interested in Indian education. This mailing list includes tribal chairmen, Alaska villages, state departments of education, 99th Congress members and staff, universities, Title IV grantees, Indian newspapers, national and regional Indian organizations, and regional and local organizations.

- In October 1985, NACIE attended the National Congress of American Indians conference in Tulsa, OK.

- NACIE coordinated efforts with the Library Services for Native Americans and Hawaiian Natives.

- In September 1986, NACIE attended the National Congress of American Indians conference in Phoenix, AZ.

- A NACIE Council Member attended the National Indian Adult Education Conference in Phoenix, AZ, August 21-23, 1986.

Mandate 6: Assist the Secretary of Education in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Impact Aid Act of September 30, 1950 (P.L. 81-874), added in Part A of the Indian Education Act by Title IV of P.L. 92-318.

- The Office of Indian Education Programs (IEP) consulted with NACIE on developing criteria and regulations to administer and evaluate grants under Public Law 92-318, "The Indian Education Act," as amended.

Mandate 7: Submit to Congress not later than March 31 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate or from which they can benefit, which report shall include a statement of the Council's recommendations to the Secretary with respect to the funding of any such programs.

- The NACIE Annual Report Committee met, in conjunction with the full Council meeting, on September 16, 1986, in Ft. Lauderdale, FL, to develop the 12th Annual Report to Congress for the fiscal year 1985 reporting period. That report was submitted on March 31, 1986 as mandated.

Mandate 7, continued

- This document is the NACIE 13th Annual Report, for the reporting period October 1, 1985 through September 30, 1986.

Mandate 8: Be consulted by the Secretary of Education regarding the definition of the term "Indian."

DEFINITION

Sec. 453 [Title IV, P.L. 92-318]: For the purpose of this title, the term "Indian" means any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Secretary, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian."

- The Council received copies of letters from the Office of Indian Education Programs to Title IV, Part A-Local Educational Agencies' Superintendents, regarding Indian eligibility.

PART III

RECOMMENDATIONS

The National Advisory Council on Indian Education recommends:

1. that the Office of Indian Education Programs (IEP) be re-established as an independent agency within the structure of the U.S. Department of Education and the Director of IEP be upgraded to that of an Assistant Secretary who shall report directly to the Secretary of Education.

   Programs funded through the Indian Education Act serve a unique population of Indian students that includes not only elementary and secondary students, but adult education programs, Indian-controlled schools, and undergraduate and graduate student fellowships. For IEP to be effective, Indian people need a direct line of communication to the Secretary to ensure that their needs are expressed. The Office of Elementary and Secondary Education (OESE) currently oversees four subdivisions -- state and local education, compensatory education, migrant education, and Indian education. We feel that it is time to give Indian education equal access by placing the head administrator of IEP on the same level, for example, as the principal administrator of the Office of Bilingual Education.

   NACIE feels that IEP originally was intended by Congress to be an independent agency. It was placed under OESE administration by former Secretary of Education Shirley Hufstedler. NACIE has recommended the re-establishment of IEP as an independent agency within the Education Department since the U.S. Department of Education was established as a separate entity in 1979.

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2. that the Office of Indian Education Programs be staffed by qualified Indian educators who have been selected to work for the U.S. Department of Education based on their expertise, knowledge, and capabilities gained from working with and for their unique Indian population.

   NACIE also recommends that the U.S. Department of Education fulfill its earlier-expressed intent of identifying qualified Indian applicants by opening all IEP vacancies to a national level of applicants.

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3. that strengthening Indian eligibility requirements for participation in U.S. Department of Education's programs is critical to the funding process of Title IV programs, therefore, eligible Indians should contact their tribes to become enrolled members. Indians from federally- and state-recognized tribes have the prerogative of determining eligibility and the U.S. Department of Education should acknowledge these decisions.

   The intent of the laws providing Federal assistance to Indians have their basis in treaties between the U.S. government and the tribes. The Indian Education Act was established to serve federal- and state-recognized tribes and to ensure on- and off-reservation Indians the right to education. Adherence to regulations that require either Federal or state tribal recognition would tend to prevent providing services to ineligibles and, therefore, decrease the amount of money available for all students.

NACIE Recommendations, continued

4. that the U.S. Department of Education have thorough and extensive consultation with American Indian and Alaska Native constituents before making any changes in the structure of Federal Indian education programs, and that NACIE be consulted in matters that affect the quality of Indian education.

   NACIE reiterates that consultation between Federal agencies and Indian tribes is mandated by Public Law 93-638 and that such consultation must occur before any changes are proposed.

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5. that the U.S. Department of Education keep the Indian Education Programs (Title IV) intact; that any proposed changes be substantiated by research, and that American Indians and Alaska Natives be consulted adequately while these proposals are developed and before they are submitted to the Secretary of Education and the U.S. Congress.

   NACIE restates that the U.S. Department of Education must justify or give proof of need for any changes to, or transferring or phasing out of any aspect of the Indian Education Act, as amended.

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6. that additional funds are appropriated to operate all IEP programs, including the National Advisory Council on Indian Education, to compensate for inflationary factors in the U.S. economy, so administrative funds for projects will accommodate necessary salary increases and other contingent expenses.

   To ensure that all Title IV programs operate as Congress originally intended, NACIE recommends that additional funds be appropriated for Indian education.

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7. that in the Title IV application process, all Title IV discretionary programs be evaluated by highly-qualified Indian panel reviewers with expertise in the Indian education field, who shall be compensated duly (for travel, lodging, and meals plus at least $100/day honorarium).

   Currently, the U.S. Department of Education's policy on panel reviewers is to ask volunteers to serve on the Indian review panels. It is imperative to the integrity of the reading process, however, that the Indian panel reviewers be familiar with the uniqueness of the projects being reviewed, in addition to representing the diversity of Indian tribes located throughout the United States. It is unreasonable and unlikely to expect or ask individuals from tribes hundreds or thousands of miles away to travel to Washington, DC, without being paid.

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8. that the Title IV Resource and Evaluation Centers continue to be funded so they may continue to perform valuable services for Indian education.

The Centers are directed and staffed by well-qualified Indian educators and serve a diversified Indian population that ranges from rural, isolated communities to urban settings in many large U.S. cities. The staffs of the Centers have developed techniques and materials that blend unique training with Indian culture.

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9. that the Indian Education Act of 1972, as amended, be reauthorized.

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PART IV

TITLE IV - MAJOR COMPONENTS

In 1972, the Indian Education Act (Public Law 92-318), as amended, was passed in recognition of the unique educational needs of American Indian and Alaska Native students. This Act concerns the public elementary and secondary education of Indian children and, to some extent, of adults.

Part A • Formula grants to local educational agencies (LEAs) determined by the number of Indian children who are enrolled in LEA schools for:

- supplementary elementary and secondary education programs designed to meet special needs of Indian children
- minor classroom remodeling and equipment

• Discretionary grants to schools on or near reservations that are not LEAs for:

- Indian-controlled elementary and secondary schools

Part B • Discretionary grants to tribal and community organizations, state and local agencies, and federally-supported elementary and secondary schools for children for:

- bilingual and bicultural enrichment projects
- dropout prevention projects
- early childhood projects
- educational personnel development
- fellowship program
- guidance and counseling
- instructional materials and equipment procurement
- planning, pilot and demonstration projects
- remedial and compensatory instruction
- resource and evaluation centers
- special education for the handicapped
- vocational education training

Part C • Discretionary grants for adult Indian education programs for:

- GED preparation programs
- planning, pilot, and demonstration programs
- special programs for adults

Part D • Program administration to:

- operate the Office of Indian Education Programs, U.S. Department of Education, that administers the Indian Education Act
- operate the National Advisory Council on Indian Education

PART V

PROFILES OF PROGRAMS FUNDED BY TITLE IV
FISCAL YEAR 1986

The following section outlines several successful programs funded by Title IV, The Indian Education Act of 1972, during fiscal year 1986. The profiles are of eight Title IV programs and seven Title IV Indian Fellowship recipients, chosen to exemplify the wide range of educational services currently available to Indian students. These program outlines are presented only as examples of successful, needed programs to emphasize the importance of continued funding of such activities. The Indian Education Programs Office, U.S. Department of Education, provided this sampling of programs and individuals for the NACIE 13th Annual Report.

Title IV, Resource & Evaluation Centers

In its 11th and 12th Annual Reports to the Congress of the United States, NACIE highlighted the value of the five Title IV Resource and Evaluation Centers, which provide specialized training and technical assistance to Title IV grantees, prospective grantees and others. NACIE contines to support the Centers funded under Title IV, Part B Programs.

The Centers were authorized under the Education Amendments of 1978 (Public Law 95-561) and started operation in 1980. Each center is a private corporation funded under a competitively awarded contract with the U.S. Department of Education. They serve diversified Indian populations -- from rural, isolated communities to urban settings of many large U.S. cities. The number of Title IV grantees in fiscal year 1986 can be subdivided into five major groups:

Title IV Group	Number of Grantees FY' 85	FY' 86
Part A (Formula Grant)	1,131	1,113
Part A (Indian Controlled Schools)	34	33
Part B	71	71
Part C	28	25
Fellowships	221	210

Center directors, addresses, and telephone numbers in fiscal year 1986 were:

Center One:
Gwen Shunatona, Director
ORBIS Associates/Native American Resources
1411 "K" Street NW, Suite 200
Washington, DC 20005
202/628-4444

Center Two:
Phillip Baird, Director
United Tribes Educational Technical Center
3315 South Airport Road
Bismarck, ND 58501
701/258-0437

Center Three:
Carol Minugh, Director
United Indians of All Tribes Foundation
1945 Yale Place East
Seattle, WA 98102
206/328-2850

Center Four:
Shirley Hendricks, Director
Southwest Resource and Evaluation Center
2121 South Mill Avenue #218
Tempe, AZ 85282
602/967-9428

Center Five:
Wathene Young, Director
American Indian Resource Center, Inc.
9810 East 42nd Street, Suite 211
Tulsa, OK 74146
918/628-0450

Title IV, PART A-FORMULA GRANT

"Remedial/History/Cultural Awareness"

Recipient: Carman-Ainsworth Community Schools
Flint, Michigan

Amount: $62,269

Students Served: 425, grades K-12

Indian Target Population: Any student with an identified need

Summary of Needs:

- To provide supplemental education for those students diagnosed as having a need for remedial assistance in reading and/or math;
- to increase students' knowledge and awareness of their tribal history, culture, and values;
- to increase the level of parent involvement in Title IV, Part A activities and general school district activities;
- to reduce the number of dropouts.

Program Goals:

- Tutors will provide a minimum of 10 hours of individualized instruction to those students not eligible for Title I or in need of additional assistance;
- resource people and staff will integrate Indian culture and craft activities into each school building. This will be accomplished through curriculum enhancement, culturally-related tutoring lessons, lunchtime craft activities, and upon request;
- parents will be called upon to update and verify student counts, assess needs and interest, create awareness of services and programs, and encourage involvement;
- tutors will monitor attendance and dropout rates of all students, grades 10-12, that they tutor.

Title IV, PART A-FORMULA GRANT

"Improving Educational Opportunities for Indian Pupils"

Recipient: Gallup-McKinley County Public Schools
Gallup, New Mexico

Amount: $954,147

Students Served: 8,018

Indian Target Population: Navajo

Summary of Needs:

- To actively involve the parent committee in the planning and implementation of the Title IV program and in the education of their children;
- to increase mathematics scores through an individualized remedial math lab;
- to provide supplemental math courses to average and above-average students who desire classes not available in the high school curriculum;
- to provide bilingual tutors to students at the elementary level, in academic subjects, who are low achievers primarily because of language difficulties. A bilingual specialist also will monitor, assist and provide technical assistance to teachers, tutors and students on a monthly basis;
- to provide enrichment activities to Indian students who are excelling;
- to provide cultural awareness activities;
- to establish and maintain contact between the school and the home in an effort to decrease the school dropout rate and to disseminate information to parents.

Program Goals:

- The parent committee will participate in conferences, workshops and service sessions regarding the needs, concerns and changes in the program and curriculum;
- individual and small group instructon will be scheduled in math labs throughout the district. Seven labs will include all components of a system, which includes manipulative activities and audio visual presentations. The use of computer hardware and sofware will be incorporated as an integral component of each lab, as well as teacher-developed and commercial materials;
- average and above average mathematic students who desire a math course not offered by the high school will be placed in individualized instruction in the math lab. Classes of a minimum of three students will use textbooks and enrichment materials as supplied by the lab instructor;
- identified students will receive remedial tutoring from bilingual tutors in the classroom or on a pull-out basis. Tutors will receive in-service training, supplemental materials, and on-site assistance from the bilingual specialist;

- students who excel in the classroom will be assigned enrichment activities. Assistance will be provided by bilingual tutors;
- cultural instruction, as requested, will be presented by tutors;
- the home/school liaison will contact the parents or guardians of students at home, work, or where convenient to discuss concerns, disseminate information, and obtain any necessary signatures and/or forms; also will provide transportation to school, and assist in recruiting PC members.

Achievement Indicators:

- The parent committee will be better prepared to meet their responsibilities as members;
- participating students in the remedial math lab program will show an average equivalent grade gain of .9 on their CTBS math score for each school year in the lab;
- ninety percent of advanced math lab students in each lab will earn "C" or better in math courses;
- CTBS scores will increase for those students who score below the 50th percentile in reading and math skills, and in science and social studies;
- the home/school liaison will follow-up on 90% of the written student referrals.

TITLE IV, PART A-DISCRETIONARY GRANT

"Enrichment: A Curriculum Development Project Utilizing the Open System Approach"

Recipient: Kickapoo Tribe in Kansas
Kickapoo Nation School
Powhattaw, Kansas

Amount: $76,001

Indian Target Population: 600

Summary of Needs:

- To embark on a three-year long-range education plan integrating three educational programs, as follows:
  - a curriculum development project using the open system approach
  - an elementary Montessori Model School Project
  - a transitional bilingual education for limited English speaking students;
- to fulfill the students' need to read, write, compute, acquire basic skills, and understand the requirements of the world of work;
- to facilitate self-identity and positive self-image for sound mental health;
- to strengthen the cultural heritage and beliefs of students.

Program Goals:

- The goal of the school's academic program is to use every resource available in providing and developing a positive and sound academic program in order to address deficiencies and audit reports, and to get ready for the North Central accreditation annual review;
- to develop and design a program to meet the specific educational needs of students with the implementation of the Individualized Education Plan;
- to show positive academic gains of all participating students.

TITLE IV, PART A-DISCRETIONARY GRANT

"Media Center Development"

Recipient: Ahfachkee Elementary School
Seminole Tribe of Florida
Clewiston, Florida

Amount: $37,041

Students Served: 392

Indian Target Population: Big Cypress Indian Reservation
Hendry County, Florida

Summary of Needs:

- To provide a media center for the community to use and to enhance educational growth of all students, kindergarten to undergraduate levels, on the Big Cypress Indian Reservation, Florida;
- to establish a policy and procedures manual for the library;
- to expand library collection to meet at least minimum State requirements for a school library;
- to develop and implement library curricula for grades K-6;
- to schedule and supervise regular library activities for the school and community, i.e. storytime, classtime, etc.;
- to develop a periodical section for all age groups, with special emphasis on school-age students;
- to develop and use audio/visual teaching aids and library research materials to assist with library and academic curriculum instruction.

Program Goals:

- Materials developed by the project personnel will be reviewed by the Ahfachkee School instructional staff;
- a survey will be taken within the community on their views of the center's effectiveness, materials selection, and use;
- students will be rewarded for academic achievements, attendance, good conduct, academic improvement, cooperation, positive attitudes, and other such endeavors. Rewards will include certificates, ribbons, etc.

TITLE IV, PART B-SERVICES GRANT

"Community Education Support Project and Career Awareness Program"

Recipient: Phoenix Indian Center
Phoenix, Arizona

Amount: $96,424

Students Served: 200

Indian Target Population: Various tribes in Maricopa County

Summary of Needs:

- To increase the level of career awareness in seventh- and eighth-grade students by providing students with career information, self-assessment skills, and job experience;
- to identify, contact, and counsel high school dropouts and those who are seeking a GED in the Phoenix Union High School District to return to school to obtain training and/or employment.

Program Goals:

- Students will complete occupational and labor market research by using the newspaper for a personal daily file, library research and field trips to businesses. This will expose students to a variety of careers and make resources available to them for future research;
- counseling sessions for both individual and groups will be conducted to help students narrow their field of career choices to four specific areas and three career choices;
- interest inventories, library research, informational interviews, field trips to businesses, and speakers also will be used;
- students will participate in the "World of Work" program through the Employment Services Department's Job Training Partnership Act Grant. At the completion of the course, students will gain job exposure and on-the-job experience in the career areas they have identified;
- eighth-grade students will participate in a summer job program in the career of their choice;
- high school dropouts will be contacted; those who desire additional information will be assessed and referred for GED studies;
- interest inventories, aptitude testing, labor market research, and identification of career area will be completed by each student before training. Training classes in study skills will be conducted to assist students in developing coping skills for problems that may arise during training;
- an employment specialist will help participants with job placement and in interviewing techniques, resume/application preparation and employee/employer expectations. After job placement, the field coordinator will conduct follow-up on 30-90-180 day intervals.

Achievement Indicators:

- 50 seventh- and eighth-grade students will increase their career awareness and their ability to incorporate this information into career choices;
- 150 high school dropouts will be contacted and participate in GED training, return to school or be employed;
- 15 students will complete their GEDs.

TITLE IV, PART B-DISCRETIONARY GRANT

"Project Future Flight"

Recipient: American Indian Resource Development, Inc.
Norman, Oklahoma

Amount: $202,473

Students Served: 200

Indian Target Population: Gifted and Talented Indian students from 16 states (100 in grades 7, 8, and 9; 100 in grades 10, 11 and 12). States: Oklahoma, Alaska, Montana, Utah, Nebraska, Oregon, Washington, Wisconsin, California, Minnesota, Kansas, South Dakota, North Dakota, Florida, and Mississippi.

Summary of Needs:

- To provide qualitatively superior and differentiated educational experiences through two-week summer enrichment residential institutes;
- to develop specifically designed curriculum materials in math, science, computer education, language arts, media production, instrumental music, vocal music, athletics, two- and three-dimensional visual arts, leadership, creative and critical thinking, futuristics, and counseling.

Program Goals:

- The purpose of the Exploration in Creativity project is to demonstrate the effective application of the American Indian Gifted and Talented Assessment Model and to provide an educational environment for the demonstration for an intensive, short-term residential enrichment program for Indian gifted and talented secondary students;
- the project will test, refine, and validate the American Indian Gifted and Talented Assessment Model;
- participants will plan specific objectives, curriculum needs, and materials for the summer program;
- to provide for an educational setting and curriculum which will best meet the needs of identified Indian gifted and talented students.

TITLE IV, PART C GRANT

"Adult Basic Education Program"

Recipient: Salish Kootenai College
Pablo, Montana

Amount: $163,631

Students Served: 150

Indian Target Population: Indian adults on the Flathead Indian Reservation, Montana.

Summary of Needs:

- To help reduce the number of chronically unemployed Indian adults;
- to help 70 chronically unemployed Indian adults find unsubsidized fulltime employment by providing GED, job seeking, and job retention skills; life coping skills; career education and counseling; and basic skills instruction.

Goals:

- A minimum of 70 chronically unemployed Indian adults will find unsubsidized fulltime employment;
- project instructors will provide instruction to enable 50 chronically unemployed Indian adults to earn GED certificates;
- project instructors will provide instruction to enable 150 chronically unemployed Indian adults to improve their knowledge of job seeking and job retention skills by an average of 50%;
- the project counselor will provide career education and career counseling to 150 chronically unemployed Indian adults to improve their knowledge of careers by an average of 50%;
- project instructors will provide instruction to enable 150 chronically unemployed Indian adults to improve their basic skills by an average of 50%.

TITLE IV, PART C

"Adult Education Program"

Recipient: Nisqually Indian Tribe
Olympia, Washington

Amount: $111,832

Students Served: 205 (Adults)

Indian Target Population: Adult Indians on the Nisqually Indian Reservation near Olympia, Washington.

Summary of Needs:

- To provide adult education services to Indian adults who are incarcerated, detained, or institutionalized;
- to increase the GED completion rate, success rate of postsecondary and vocational education referrals, success rate of job referrals, and effectiveness of other support to this high-risk group by providing tutoring, counseling, and instruction in adult basic education.

Program Goals:

- The project will provide tutoring for the GED to 72 adult Indians, resulting in a 75 percent pass rate;
- the project will increase the functional literacy of 75 percent of the adults who have not attempted the GED but who have participated in at least four tutoring sessions and have completed WRAT pre/post-testing;
- all adults who receive 60 hours or more of tutoring will establish educational development plans which include career objectives.

INDIAN FELLOWSHIP RECIPIENTS

Recipient: Jim Sharp
Oklahoma City, Oklahoma

Area of Study: Business Administration (Graduate)
University of Oklahoma

Mr. Sharp is a member of the Creek tribe. He has been selected as a Lew Wentz Fellow for the Native American Program at the University of Oklahoma Health Sciences Center, where he is pursuing a master's in Public Health Administration. He attended Central State University and Oklahoma City Southwestern College and holds a bachelor's degree from the University of New Mexico.

Mr. Sharp is deeply concerned about the needs of the Native American community, especially in the health care field. Participation in the Indian Fellowship Program has enabled him to achieve his educational goals and make a positive contribution to the betterment of his tribe. He hopes to serve as a role model for younger Indians and to provide leadership in the Indian community.

Recipient: Jon Raymond Kerstetter
Rochester, Minnesota

Area of Study: Medicine
Mayo Medical School

Mr. Kerstetter, a member of the Oneida tribe, is a third-year student at the Mayo Medical School. He received both a bachelor's in Business Education and a master's in Human Resource Management from the University of Utah.

Mr. Kerstetter has participated in two Association of Native American Medical Students Conferences which were sponsored in conjunction with the Association of American Indian Physicians. He is also a student member of the American Academy of Family Physicians. In 1985, Mr. Kerstetter was selected the Midwest Regional Coordinator for Recruitment and Retention for the Association of Native American Medical Students.

He recognizes there is a critical shortage of Native American health care providers and states that participation in the Indian Fellowship Program will help "provide the basis for health care leadership and health care delivery for the entire Native American Community."

Recipient: Barbara Starr Cornell
Oklahoma City, Oklahoma

Area of Study: Psychology
Oklahoma State University

Ms. Cornell, a member of the Cherokee tribe, currently is completing her doctorate in clinical psychology. She received a bachelor of arts and a master's in education from Central State University in Edmond, Oklahoma, and a master's of science from Oklahoma State. She also attended the University of Central Arkansas and the University of Arkansas.

Ms. Cornell is actively involved in community psychology. As part of a course practicum, she worked at a maximum security prison for dangerous juvenile offenders in which more than half of the residents were Native Americans. She feels that communities offer countless untapped resources which could help these youth and their families. Ms. Cornell has completed more than 10,000 hours of supervised clinical training at various counseling and treatment centers and given numerous presentations at conferences and workshops. Her goal is to become a licensed clinician and help direct a mental health clinic or a center specializing in the treatment of children.

Recipient: Areda F. Jacobs
Bolton, North Carolina

Area of Study: Engineering
University of North Carolina

Ms. Jacobs, a member of the Waccamaw Siouan Tribe of Indians, is entering her first year of undergraduate studies in engineering at the University of North Carolina. She participated in numerous clubs and organizations while in high school; her favorite activity was Indian dancing. She says her performance at pow-wows and school banquets has reinforced pride in herself and in the Indian community.

Ms. Jacobs is majoring in engineering because she believes she can bring the members of her community into the computer age through teaching and computer workshops.

Recipient: Danielle Huddleston
Lawrence, Kansas

Area of Study: Law
Stanford University

Ms. Huddleston is a member of the Rosebud Sioux tribe. She received her undergraduate degree from Brigham Young University in American Studies and is currently a second-year law student at Stanford University.

In 1985, Ms. Huddleston worked with the legal staff of Los Alamos National Laboratory in New Mexico as a graduate research assistant. She has served as a tutor/counselor for the Upward Bound program, as a teaching assistant for American heritage classes, and as executive vice president of the Indian Club. Her participation in various other civic activities has enhanced her interest in the study of law. She wants to obtain a law degree so that she can assist the Indian community on issues of tribal sovereignty, water rights, and economic development.

Recipient: Paulette Rae Running Wolf
Bellingham, Washington

Area of Study: Education
Western Washington University

Ms. Running Wolf, a member of the Blackfeet tribe, was born and raised on the Blackfeet reservation in Browning, Montana. She graduated from high school at 16 and attended Eastern Washington State College. While at Eastern Washington she worked as recruiter for the Upward Bound Program and was selected as an exchange student to Guadalajara, Mexico. Ms. Running Wolf states that her experience in Mexico made her more acutely aware of the needs of her community.

She was a member of the first graduating class at Blackfeet Community College and later received her bachelor's degree in Social Sciences cum laude from the College of Great Falls. Her extensive community involvement includes working for the Nooksack Tribe's Talent Search Program and serving as a counselor with the White Buffalo Home.

Ms. Running Wolf feels that her students can identify with her because "she has traveled the same road on which they are taking their first steps." She views Indian youth as her people's hope for tomorrow; after graduation, she plans to continue working with them to help them achieve their goals.

Recipient: Gregory Wayne Jones
New Market, Alabama

Area of Study: Natural Resources
Auburn University

Mr. Jones, a member of the Echota Cherokee Tribe, was born and raised in the Tennessee Valley in Northern Alabama. Several generations in his family have been farmers and he hopes to continue in this proud tradition. He has raised Holstein calves and helped his father to grow corn, wheat, cotton, and soybeans. He is able to operate heavy farm equipment.

While in high school, Mr. Jones was a member of the Future Farmers of America and served as the club's secretary during his junior year. As a senior, he was elected president of the National Honor Society. He also participated in numerous sports activities.

Mr. Jones is currently a sophomore pursuing a degree in Agricultural Science. He plans to return to his community to farm and teach in the public school system. He believes that many of the children in the public schools in his area are unaware of their Indian heritage. As a teacher and community leader, he feels he can help them develop an awareness of their ancestry.

Part VI

GLOSSARY

BIA	Bureau of Indian Affairs
GED	General Equivalency Diploma
IEP	Office of Indian Education Programs, U.S. Department of Education
JOM	Johnson O'Malley Program, Bureau of Indian Affairs, U.S. Department of the Interior
LEA	Local Educational Agency
NACIE	National Advisory Council on Indian Education
NCAI	National Congress of American Indians
NIEA	National Indian Education Association
OIEP	Office of Indian Education Programs, U.S. Department of the Interior
P.L. 92-318	Public Law 92-318 (Education Amendments of 1972- includes Title IV, the Indian Education Act)
P.L. 93-380	Education Amendments of 1974
P.L. 93-638	Public Law 93-638 (Indian Self-Determination and Education Act)
P.L. 95-561	Public Law 95-561 (Education Amendments of 1978)
P.L. 96-88	Public Law 96-88 (U.S. Department of Education Organization Act)
P.L. 98-511	Public Law 98-511 (Education Amendments of 1984)
ED 506 FORM	U.S. Department of Education Form 506 - Certification of Indian Eligibility
DISCRETIONARY GRANT	Grant Awarded on Competitive Basis
FORMULA GRANT	Grant Awarded on Per Student Formula Basis
INDIAN	American Indian or Alaska Native (See Mandate 8 of Council Activities)
SYNDER ACT	Public Law 67-86 (of 1921)
TITLE IV	See P.L. 92-318

APPENDIX A

TITLE IV FISCAL YEAR 1986 FUNDING ON A STATE-BY-STATE BASIS FOR PARTS A, A (NON-LEA), B, AND C AND INDIAN FELLOWSHIPS

These five tables show the state-by-state distribution of funds awarded to Title IV grantees in Parts A, A--Non-LEA (Indian Controlled Schools), B, C, and the Indian Fellowships for fiscal year 1986. These programs and fellowships are managed by the Indian Education Program within the Office of Elementary and Secondary Education in the U. S. Department of Education. This data comes from Education Department records and represents actual expenditures.

NACIE strongly urges that, in view of the documented success of the programs funded by P.L. 92-318, funding levels be raised or at least retained at the current amounts.

A SUMMARY OF FEDERAL FUNDS APPROPRIATED BY THE CONGRESS OF THE UNITED STATES IN SUPPORT OF TITLE IV-THE INDIAN EDUCATION ACT OF 1972

(IN THOUSANDS OF DOLLARS)

Fiscal Year	Part A	Part B	Part C	ADMIN.	TOTAL
1973	$11,500	$ 5,000	$ 500	$1,000	$18,000
1974	25,000	12,000	3,000	1,759	41,759
1975	25,000	12,000	3,000	2,000	42,000
1976	35,000	16,000	4,000	2,055	57,055
1977	37,000	14,080	4,200	1,932	57,212
1978	38,850	14,400	4,410	2,072	59,732
1979	48,000	15,500	5,930	2,305	71,735
1980	52,000	15,600	5,830	2,470	75,900
1981	58,250	14,500	5,430	3,500	81,680
1982	54,960	14,880	5,213	2,799	77,852
1983	48,465	12,600	5,531	2,589	69,185
1984	50,900	12,000	3,000	2,880	68,780
1985	50,323	11,760	2,940	2,381	67,404
1986*	47,870	11,301	2,797	2,219	64,187

* Indicates amount after 4.3% adjustment for Gramm-Rudman-Hollings deficit reduction act.

TABLE 1

TITLE IV, PART A -- LOCAL EDUCATIONAL AGENCIES (LEA)
STATE-BY-STATE DISTRIBUTION OF FY 1986 FUNDS

State	Number of Grants	Amount
ALABAMA	11	$ 608,524
ALASKA	47	7,366,253
ARIZONA	65	4,050,108
ARKANSAS	2	65,756
CALIFORNIA	119	3,238,567
COLORADO	6	196,832
CONNECTICUT	2	20,080
FLORIDA	6	78,410
HAWAII	1	11,230
IDAHO	11	175,687
ILLINOIS	2	121,255
INDIANA	1	11,722
IOWA	4	105,094
KANSAS	8	181,643
LOUISIANA	8	314,759
MAINE	4	41,746
MARYLAND	5	143,880
MASSACHUSETTS	3	83,593
MICHIGAN	75	1,854,131
MINNESOTA	54	1,611,927
MISSISSIPPI	3	8,272
MISSOURI	1	2,899
MONTANA	35	1,596,206
NEBRASKA	9	256,977
NEVADA	13	330,763
NEW JERSEY	3	61,854
NEW MEXICO	28	3,259,010
NEW YORK	16	952,914
NORTH CAROLINA	23	1,559,528
NORTH DAKOTA	23	708,276
OHIO	2	34,488
OKLAHOMA	317	8,206,333
OREGON	24	787,857
RHODE ISLAND	1	33,879
SOUTH CAROLINA	1	7,707
SOUTH DAKOTA	37	1,365,045
TEXAS	3	61,459
UTAH	14	443,721
VERMONT	1	56,191
VIRGINIA	2	15,883
WASHINGTON	77	2,319,257
WISCONSIN	40	1,016,741
WYOMING	6	308,543
TOTALS	1,113	$43,675,000

TABLE 2

TITLE IV, PART A -- INDIAN CONTROLLED SCHOOLS (NON-LEA)
STATE-BY-STATE DISTRIBUTION OF FY 1986 FUNDS

State	Number of Grants	Amount
ALASKA	1	$ 31,572
ARIZONA	2	261,653
FLORIDA	2	106,615
IDAHO	1	107,047
KANSAS	1	76,001
MICHIGAN	1	86,533
MINNESOTA	5	830,691
MONTANA	3	359,724
NEW MEXICO	2	240,174
NORTH DAKOTA	2	400,825
OKLAHOMA	3	462,308
SOUTH DAKOTA	7	969,762
WASHINGTON	2	174,925
WISCONSIN	1	87,170
TOTALS	33	$ 4,195,000

TABLE 3

TITLE IV, PART B -- SPECIAL PROGRAMS FOR INDIAN STUDENTS
STATE-BY-STATE DISTRIBUTION OF FY 1986 FUNDS

State	Number of Grants	Total Funds
ALASKA	5	$ 393,137
ARIZONA	4	495,284
CALIFORNIA	2	170,195
COLORADO	2	146,731
DISTRICT OF COLUMBIA	2	221,109
KANSAS	1	90,208
MASSACHUSETTS	4	481,057
MICHIGAN	1	146,035
MINNESOTA	6	865,577
MISSISSIPPI	2	295,357
MONTANA	5	578,728
NEVADA	1	64,429
NEW MEXICO	5	438,864
NEW YORK	4	358,960
NORTH DAKOTA	2	196,999
OKLAHOMA	7	913,716
PENNSYLVANIA	1	220,642
SOUTH DAKOTA	2	246,892
UTAH	2	144,848
VERMONT	1	16,875
WASHINGTON	9	953,673
WISCONSIN	3	318,481
TOTALS	71	$ 7,757,797

TABLE 4

TITLE IV, PART C -- SPECIAL PROGRAMS FOR INDIAN ADULTS
STATE-BY-STATE DISTRIBUTION OF FY 1986 FUNDS

State	Number of Grants	Total Funds
ARIZONA	2	$ 254,757
MICHIGAN	1	62,599
MINNESOTA	3	411,761
MISSISSIPPI	1	254,404
MONTANA	4	414,722
NEW MEXICO	2	205,349
NEW YORK	1	126,384
NEVADA	1	141,791
NORTH CAROLINA	1	71,923
NORTH DAKOTA	1	116,169
OKLAHOMA	1	100,494
SOUTH DAKOTA	1	46,743
WASHINGTON	6	589,904
TOTAL	25	$ 2,797,000

TABLE 5

TITLE IV, PART B -- INDIAN FELLOWSHIP PROGRAM
STATE-BY-STATE DISTRIBUTION OF FY 1986 FUNDS

State	Number of Fellows	Total Funds
ALABAMA	11	$ 47,790
ALASKA	1	6,670
ARIZONA	6	47,546
CALIFORNIA	14	118,547
COLORADO	5	31,088
DISTRICT OF COLUMBIA	3	42,327
GEORGIA	4	32,416
IDAHO	1	1,763
ILLINOIS	2	23,267
IOWA	1	1,631
KANSAS	3	14,840
MAINE	1	4,120
MASSACHUSETTS	12	160,787
MICHIGAN	4	30,011
MINNESOTA	9	75,938
MISSOURI	2	29,913
MONTANA	5	35,011
NEBRASKA	1	12,925
NEW MEXICO	4	28,238
NEW YORK	5	45,384
NORTH CAROLINA	19	56,186
NORTH DAKOTA	4	34,164
OHIO	1	1,000
OKLAHOMA	18	92,877
OREGON	3	21,399
PENNSYLVANIA	3	42,739
SOUTH CAROLINA	2	7,043
SOUTH DAKOTA	1	542
TEXAS	3	14,479
VIRGINIA	1	5,088
WASHINGTON	10	47,684
WISCONSIN	3	14,346
TOTAL	162	$ 1,127,759

APPENDIX B

ANNUAL REPORTS TO THE U.S. CONGRESS AND ADMINISTRATION
National Advisory Council on Indian Education

At the end of each fiscal year, the National Advisory Council on Indian Education submits an annual report to the U.S. Congress and the Administration (President of the United States, President of the Senate, Speaker of the House of Representatives, Secretary of Education). Past NACIE annual reports (A.R.) may be requested from the ERIC system:

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13th A.R. "The Indian Education Act: Past, Present and Future," 1987.

12th A.R. "The Indian Education Act in the 1980s: Quest for Equity and Quality," 1986. 42 pp. ERIC Accession No. ED 275 485.

11th A.R. "Meeting the Challenges of Educational Change for Indian People," 1985. 38 pp. ERIC Accession No. ED 264 990.

10th A.R. "Indian Education Act: Indian Students Have the Right to Excellence in Education," 1983. 42 pp. ERIC Accession No. ED 247 071.

9th A.R. "Indian Education Act: A Decade of Indian and Alaskan Native Pride and Increasing Strides Toward Educational Equity Through Parental Involvement," 1982. 114 pp. ERIC Accession No. ED 229 181.

8th A.R. "Indian Education: America's Unpaid Debt," 1981. 133 pp. ERIC Accession No. ED 220 243.

7th A.R. "Education for Indian Survival As A People: A Goal for the 1980s," 1980. 154 pp. ERIC Accession No. 202 617.

6th A.R. "Indian Education is 'Sui Generis', Of Its Own Kind," 1979. 62 pp. ERIC Accession No. 182 077.

5th A.R. "Coordination & Cooperation in Indian Education: An Energizing Phenomenon," 1978. 81 pp. ERIC Accession No. 162 776.

4th A.R. "An Indian Parental Responsibility: The Obligation to Determine An Indian Educational Destiny," 1977. 75 pp. ERIC Accession No. ED 145 978.

3rd A.R. "Indian Education: The Right To Be Indian," 1976. 469 pp. ERIC Accession No. ED 127 084.

2nd A.R. "Through Education: Self-Determination. A Bicentennial Goal for American Indians," 1975. 113 pp. ERIC Accession No. ED 107 438.

1st A.R. "First Annual Report to the Congress of the United States from the National Advisory Council on Indian Education," 1974. Part I, 59 pp. ERIC Accession No. ED 091 102; Part II, 516 pp. ERIC Accession No. ED 091 103.

For more information on the ERIC/Clearinghouse on Rural Education and Small Schools, contact: Ms. Elaine Benally, Coordinator, American Indian Education, ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, NM 88003-0042 (505/646-2623).

MAP

LOCATIONS AND DATES OF NACIE FULL COUNCIL MEETINGS

• = state in which meeting was held

Washington, DC, May 19-22, 1973
Washington, DC, June 16-21, 1973
San Francisco, CA, July 25-29, 1973
Denver, CO, August 23-24, 1973
Billings, MT, October 23-24, 1973
Washington, DC, November 17-19, 1973
Washington, DC, February 20-22, 1974
Albuquerque, NM, March 30-31, 1974
New Orleans, LA, May 10-12, 1974
Washington, DC, June 17-18, 1974
Anchorage, AK, July 18-21, 1974
Oklahoma City, OK, Oct. 18-20, 1974
Orlando, FL, December 13-15, 1974
Denver, CO, May 30-June 1, 1975
Bismarck, ND, June 26-29, 1975
Rochester, NY, August 1-3, 1975
Seattle, WA, October 16-19, 1975
Reno, NV, January 16-18, 1976
Silver Spring, MD, April 9-11, 1976
Arlington, VA, May 7-9, 1976
Green Bay, WI, June 17-20, 1976
Washington, DC, August 6-8, 1976
Raleigh, NC, September 17-19, 1976
Washington, DC, October 27-29, 1976
Tucson, AZ, January 27-29, 1977
Washington, DC, March 4-6, 1977
Washington, DC, July 8-10, 1977
Dallas, TX, September 17-19, 1977
St. Paul, MN, November 4-6, 1977
Washington, DC, April 7-9, 1978
Billings, MT, May 19-21, 1978
Washington, DC, August 24-26, 1978
Denver, CO, September, 15-17, 1978
Tulsa, OK, Nov. 30-Dec. 2, 1978
Washington, DC, January 18-20, 1979
Washington, DC, April 19-22, 1979
Bangor, ME, July 16-18, 1979
Denver, CO, Nov. 30-Dec. 2, 1979
Raleigh, NC, March 7-9, 1980
Rapid City, SD, May 20-22, 1980
Dallas, TX, October 17-19, 1980
Washington, DC, January 9-11, 1981
Anchorage, AK, May 1-3, 1981
Portland, OR, October 9-11, 1981
Nashville, TN, January 8-10, 1982
Cambridge, MA, April 17-19, 1982
Washington, DC, May 9-11, 1983
Washington, DC, August 10-12, 1983
San Jose, CA, October 21-24, 1983
Salt Lake City, UT, Feb. 29-Mar. 1, 1984
Santa Fe, NM, September 25-27, 1984
Seattle, WA, December 12-13, 1984
Ft. Lauderdale, FL, Sept. 16-17, 1986